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ABSTRACT

This document focuses on the role of the curriculum specialist as an advisor to interns in their attempts to acquire and master teaching skills. The curriculum specialist has responsibility for the training of interns and for determining if the intern has met all of the teaching competency objectives. The major portion of the document is devoted to a chart which presents five teaching competencies, their specific objectives, related courses of study, intern activities, and the activities of the curriculum specialist in support of the intern. The five competencies state that interns will be able to: (a) facilitate human relations in all areas of their professional responsibility, (b) demonstrate mastery of knowledge necessary to implement effective instruction, (c) plan and implement instruction effectively to meet the educational needs of their students, (d) evaluate their attainment of specified teaching competencies based on student achievement, and (e) demonstrate knowledge and use of research techniques necessary to implement research objectives. (HMD)

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Joseph Watson:

Number 3

Curriculum Specialist's Role in Enabling Interns to Acquire and Demonstrate Mastery of Teaching Competencies

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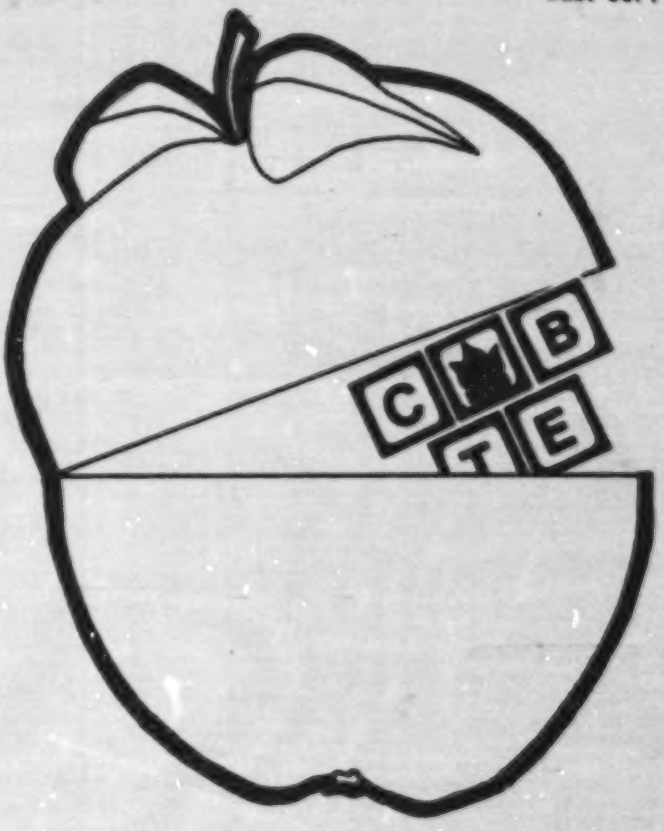

TEACHER CORPS ASSOCIATES:
RESOURCES FOR CBTE

A Series of Materials for the Support of CBTE

Series Editor: Carl A. Grant, Director
Teacher Corps Associates Program
University of Wisconsin
Madison, Wisconsin 53706 **Spring, 1973**

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RESOURCES FOR CBTE

Understanding CBTE

1. *A Module for Understanding the Characteristics of Competency-Based Education* by Alberto Ochoa 34 pp.

This is designed to assist intern-teachers in understanding CBTE through the use of an instructional module.

2. *A Seminar on Competency-Based Teacher Education for University Personnel* by Horace Leake 22 pp.

This is intended to help instructors of higher education prepare the basic tenets of CBTE to faculty staff.

Defining Roles In CBTE

3. *Curriculum Specialist's Role in Enabling Interns to Acquire and Demonstrate Mastery of Teaching Competencies* by Joseph Watson 10 pp.

This material includes objectives, test items and activities. The Curriculum Specialist's role in a CBTE program is specified.

4. *The Role of the Community Coordinator* by Edwina Battle 11 pp.

This module is designed to identify the role of the community coordinator in a Teacher Corps Project.

Initiating CBTE

5. *Bilingual Education: A Needs Assessment Case Study* by Fernando Dominquez 12 pp.

This describes the development of a questionnaire to use in a needs assessment for teachers in a bilingual setting. It includes results from one school district.

Implementing Competency-Based Educational Programs at Southern University by James Fortenberry 6 pp.

This is a case study of the transitional problems involved in shifting an entire university to a competency-based approach to education.

Use Of Competencies

6. *Competencies Essential for Diagnosing Reading Difficulties* by David Blount 36 pp.

This is a list of competencies. These competencies may be used in designing training modules for interns, teachers, or reading specialists.

7. *Competencies for a Hopi Reservation Teacher: Hopi Background Competencies for Teachers* by Milo Kalectaca 33 pp.

This module is designed to provide competencies needed to train teachers of Hopi children in the basics of Hopi history and culture.

8. *Methods of Public School Music* by Edwina Battle 57 pp.

This is designed to give teacher trainees adequate background and training in music skills using competency-based education which can be adapted to meet the needs of children in the primary grades. It includes: (1) music fundamentals (2) instruments and their use (3) techniques in music instruction.

The Affective Domain

9. *Non-Verbal Communication and the Affective Domain* by Claudette Merrell Ligons 74 pp. Multi-Media Items*: 23 slides, 1 video-tape.

This training package is designed to prepare the teacher in the affective domain; it should improve the teacher's interpersonal relations skills by helping him/her better understand the non-verbal behavior of students.

10. *Strategies for Introducing Skills in Effective Curriculum Planning for Teachers of the Highly Mobile 'Troubled Youth' of the Inner-City* by Vida Van Brunt 69 pp. Multi-Media Items*: approximately 100 slides (3 sets), 1 video-tape, 4 audio-tapes.

This is designed to provide teachers with strategies for communicating more quickly and easily with the inner-city youth labeled "delinquents" or "delinquent prone."

*Multi-Media items are available only from the author.

FOREWORD

In 1965 Teacher Corps received a congressional mandate to improve teacher education. This improvement was to be brought about by broadening existing teacher education programs and improving educational opportunities for disadvantaged children.

Teacher Corps recognized that one aspect of teacher education needing immediate attention was the lack of minority group representation in positions of leadership. In order to help fill this educational void, Teacher Corps instituted the Teacher Corps Associates Program. The program is designed to provide professional growth in the process of competency-based teacher education (CBTE) for teaching faculty and administrators in local Teacher Corps projects.

The Associates were selected after a national search by a committee composed of representatives from Teacher Corps National Field Council, AACTE's Committee on Performance Based Teacher Education, and the Technical Assistance Projects. The Associates are drawn from all areas of the country and from different minority groups; they are members of the teaching faculty of local Teacher Corps Projects, or are local Project Directors, Associate Directors, Program Development Specialists or Coordinators.

Since the program began in February, 1972, the Teacher Corps Associates have received extensive training in the basics of CBTE: principles of systems management, development of instructional modules, and identification of teacher competencies.

They have also gained valuable experience through visits to learning labs, universities, schools, communities, and R&D centers. The Associates have had opportunities to serve as consultants to other Teacher Corps programs, and to serve as resource persons and consultants at National Teacher Corps Conferences. An equally important aspect of the Associates' training has involved developing and extending their sensitivity to minority group concerns and fostering the awareness of common interests underlying unique cultural differences. As part of their training in CBTE, the Associates have produced this series of materials entitled Resources for CBTE.

Carl A. Grant
Director of Teacher Corps Associates

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CURRICULUM SPECIALIST'S ROLE IN ENABLING INTERNS TO ACQUIRE AND DEMONSTRATE MASTERY OF TEACHING COMPETENCIES

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DEFINITION OF TERMS USED

1. Competency-Based Teacher Education Programs are those programs in which the competencies to be acquired by the student and the criteria to be applied in assessing the competency of the student are made explicit and the student is held accountable for meeting those criteria.

2. Competencies are those attitudes, knowledges, skills, and behaviors of a teacher which enable him to facilitate the intellectual, social, emotional, and physical growth of children. Competencies are generally specified in objectives.

3. Teacher Corps/Portal Schools, Washington, D.C., is a field-centered competency based teacher education program in which the efforts of a designated university and the school system are concentrated in the training of new teachers and the retraining of regular teachers. The program is federally funded through Teacher Corps--Health, Education and Welfare.

4. Intern Teacher is the name given to the teacher trainees in the Teacher Corps projects. Often the name Corpsmen is used when referring to interns and team leaders.

5. Physical resources refers to the operating equipment such as ditto machines, audio-visual equipment and building sites of the Portal School operation.

6. Human resources refers to the internal and external staff necessary to operate the Portal School, (i.e., Director, Curriculum Specialists, Secretaries, etc.).

7. The role of Curriculum Specialist is comparable to the role of University instructor and/or supervisor in teacher education.

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INTRODUCTION

Teacher Corps/Portal School in Washington, D.C., operated as a competency-based teacher education program during the school year 1971-72. The staff of Portal School had worked in Urban Teacher Corps where many of the ideas for operating a competency-based teacher education program originated.

As the Portal School pre-service program got underway and as the program moved into inservice it became evident to the director, that while the human resources were extremely competent, they were not being fully utilized in development of a competency-based teacher training process. He assessed that much of the effort by the staff was duplicated and most important, he raised doubt whether the "things" being done actually supported the intern teachers in their efforts to demonstrate mastery of teaching competencies.

After serious consideration of this problem, the staff decided it was necessary to re-evaluate the program's utilization of human resources.

In weekly seminars, led by the director as technical assistant consultant, the Portal School Staff was given the task of validating and formalizing the design of our competency-based intern training. This workshop staff included the curriculum specialists, University Coordinator, program consultant and Community Coordinator. Input was solicited from Portal School team leaders, interns, principals, parents, and students.

The first task was that of confirming objectives for the Portal School Program in light of the many changes presently facing the D.C. Public Schools. The staff carefully looked at what an intern teacher should be able to do upon completion of a teacher training program. To do this, the staff, the university, and the community (1) studied the program's existing objectives, (2) carefully scrutinized the objectives of other similar teacher training programs, such as Temple University, University of Florida and the University of Texas at Houston, (3) restudied the Teacher Corps Guidelines and, (4) assessed the needs of the D.C. Public School System from the standpoint of the lack of academic achievement of the District students and how and what a teacher should be able to do to raise this low achievment level. After much time and effort, a set of objectives were more clearly defined and confirmed as valid for the program.

The next step was to look at these objectives in terms of what, how, and most importantly, who was needed to support mastery of each objective. A list of all persons either directly or indirectly involved with the training of interns was constructed. Once the list was established, the role of each member was delineated. This task proved to be time consuming, frustrating and difficult. Nevertheless, the task was finally completed. The final product included the delineation of all program personnel, from the intern to the secretary. The roles were specified for each teaching competency.

The staff believes that the program personnel will be able to perform their respective duties more efficiently now that the roles have been clearly delineated.

An example of this staff delineation, for the curriculum specialist, is included as a sample of the developmental design for the staff.

The curriculum specialist has the major responsibility for the training of the interns. This person is the one primarily responsible for determining whether an intern has mastered all of the teaching competencies. Therefore, the specialist has to work very closely with others who are directly responsible for intern training.

The next task for the curriculum specialist, therefore, is to develop a course of study based upon the specific teaching competencies.

Following this task, the curriculum specialist must develop instructional modules which will facilitate the intern's acquisition and demonstration of the teaching competencies.

The following material represents my attempts to further specify the tasks of the curriculum specialist and the relationship to the Portal School Staff.

Teaching Competency 1

Interns will be able to facilitate human relations in all areas of their professional responsibility.

OBJECTIVES	RELATED COURSES OF STUDY	MAJOR INTERN ACTIVITIES	SPECIALIST'S ROLE TO SUPPORT INTERN
1.0 Interns will be able to facilitate human relations in their: 1.1 interpersonal relations 1.2 school and community relations 1.3 professional behavior	School and community Course Educational Psychology Course Interpersonal Relations Workshop	1.0 Attend School and Community Course 2.0 Participate in community Project 2.1 Develop community project and/or 2.2 Identify existing community projects. 3.0 Attend and participate in preservice Interpersonal Relations Workshop.	1.0 Consult with Community Coordinator regarding: 1.1 community projects 1.2 School and Community Course 2.0 Support interns involvement in community projects 2.1 aid in developing or identifying project 2.2 observe interns at work in community projects 3.0 Provide feedback and give suggestions to interns on relationships with students, staff and parents. 4.0 Acquaint interns with customs of school and faculty, school system and community. 5.0 Observe in Interpersonal Relations Workshops.

Teaching Competency 2

Interns will ba able to demonstrate mastery of knowledge necessary to implement effective instruction.

OBJECTIVES	RELATED COURSES OF STUDY	MAJOR INTERN ACTIVITIES	SPECIALIST'S ROLE TO SUPPORT INTERN
1.0 Interns will be ble to demonstrate knowledge of curriculum content*	Principles and Practices Preservice-Inservice Module I: Scope & Sequence of Elementary School Subjects	1.0 Attend the courses	1.0 Construct and teach courses in:
2.0 Interns will be able to demonstrate knowledge of theory of methodology.	Elementary Method Courses	1.1 "Principles and Practices of Elementary Education"	1.1 Principles and Practices of Elementary Education
3.0 Interns will be able to demonstrate knowledge of child/adolescent psychology.	Educational Psychology Course	1.2 "Curriculum Development--The Systems Approach"	1.2 "Curriculum Development-The Systems Approach"
4.0 Interns will be able to demonstrate knowledge of community personnel and resources.	School and Community Course	2.0 Attend methods courses:	2.0 Design instructional modules pertinent to courses of study.
		2.1 "Teaching Reading in the Elementary School"	3.0 Confer with instructors of courses listed under major intern activities.
		2.2 "Diagnosis and Remediation of Reading Disability"	3.1 Assist interns with courses when needed.
		2.3 "Language Arts in the Elementary School"	4.0 Identify and provide resources for content.
		2.4 "Teaching Math in the Elementary School"	

*Criteria for curriculum content are found within the related course of study.

Teaching Competency 2 (Continued)

Interns will be able to demonstrate mastery of knowledge necessary to implement effective instruction

OBJECTIVES	RELATED COURSES OF STUDY	MAJOR INTERN ACTIVITIES	SPECIALIST'S ROLE TO SUPPORT INTERN
		2.5 "Methods of Teaching Science and Social Studies in the Elementary School" 2.6 "Methods of Teaching Art, Music and Physical Education in the Elementary School." 3.0 Attend Courses in: 3.1 "School and Community" 3.2 "Educational Psychology"	5.0 Evaluation transfer of knowledge of content to classroom performance.

Teaching Competency 3

Interns will be able to plan and implement instruction effectively to meet the educational needs of their students.

OBJECTIVES	RELATED COURSES OF STUDY	MAJOR INTERN ACTIVITIES	SPECIALIST'S ROLE TO SUPPORT INTERN
1.0 Interns will be able to systematically plan instruction. 1.1 Construct behavioral objectives. 1.2 Assess students. 1.3 Design effective learning strategies. 1.4 Plan for evaluation of student performance. 2.0 Interns will be able to effectively implement the instruction as planned in 1.0. 2.1 Use effective motivational skills. 2.2 Implement effective classroom management. 2.3 Implement planned strategy. 2.4 Implement evaluation of pupils.	1.0 Principles and Practices 1.1 Module II: Overview of Systems Approach to Instruction 1.2 Module III: Effective Instructional Techniques 1.3 Module IV: Classroom management 2.0 Audio-Visual Workshop 3.0 Curriculum Development--The Systems Approach 4.0 Methods Courses	1.0 Attend Courses listed under Competency II. 2.0 Observe team leader and specialist in teaching learning act. 3.0 Plan with team leader and specialist. 4.0 Demonstrate acquisition of skill in classroom. 4.1 Practice teaching under the guidance of team leader and specialist. 4.1.1 tutor an individaul child 4.1.2 teach small group 4.1.3 teach large group 5.0 Attend Audio-Visual Workshop.	1.0 Construct and teach courses: 1.1 "Principals and Practice of Elementary Education" 1.2 "Curriculum Development: The Systems Approach" 2.0 Design instructional modules. 3.0 Plan and implement modules 4.0 Plan with team leaders and interns. 5.0 Observe and evaluate interns teach. 6.0 Provide resources for prescribed instructional strategies.

Teaching Competency 4

Interns will be able to evaluate their attainment of specified teaching competencies based on student achievement.

OBJECTIVES	RELATED COURSES OF STUDY	MAJOR INTERN ACTIVITIES	SPECIALIST'S ROLE TO SUPPORT INTERN
1.0 Interns will be able to evaluate performance by self and peers using: 1.1 Micro-teaching 1.2 Performance measuring instruments 1.3 Conferences with supervisors and peers 2.0 Interns will be able to evaluate student achievement.	1.0 Principles and Practices 1.1 Module V: Observing and Evaluating the Teaching-Learning Act 2.0 Micro-Teaching Workshop 3.0 Educational Psychology Course	1.0 Plan and implement micro-teaching lessons. 1.1 Attend Micro-Teaching Workshop. 2.0 Confer with team leader and specialist regarding performance. 3.0 Evaluate and record student performance. 4.0 Attend course in Educational Psychology.	1.0 Observe and evaluate intern performance. Use various techniques. 2.0 Teach the technique of observing, evaluating and revising teaching performance. 3.0 Assist in conducting micro-teaching workshop.

Teaching Competency 5

Interns will be able to demonstrate knowledge and use of research techniques necessary to implement research objectives.

OBJECTIVES	RELATED COURSES OF STUDY	MAJOR INTERN ACTIVITIES	SPECIALIST'S ROLE TO SUPPORT INTERN
1.0 Interns will be able to identify a need and use necessary skills to develop, implement and validate research designs. 2.0 Interns will be able to make effective instructional dicisions based on research findings.	Curriculum Development--The Systems Approach Research Methodology Seminars	1.0 Attend seminars on "Research Methodology"	1.0 Advise and counsel with interns in selection of research problem. 2.0 Provide information on available research resources. 3.0 Evaluate and provide feedback on Research Methodology Course of study to University Instructor, University Coordinator and Program Development Specialist.